

TRADOC REGULATION 25-31, ARMYWIDE DOCTRINAL AND TRAINING LITERATURE PROGRAM DEPARTMENT OF THE ARMY, 30 MARCH 1990

Proponent

The proponent for this document is the U.S. Army Training and Doctrine Command.

Web Site Location

The document is at <http://www-tradoc.army.mil/tpubs/regs/r25-31.doc>.

Definition

Army Training and Evaluation Program (ARTEP) - The cornerstone of unit training. It is the umbrella program to be used by the trainer and training manager in the training evaluation of units. The ARTEP enables commanders to evaluate unit weaknesses then develop collective training to overcome those weaknesses and reevaluate. Success on the battlefield depends on the coordinated performance of collective and individual skills that are taught through the ARTEP Mission Training Plan (MTP).

ARTEP MTP - Publications developed for each type table of organization and equipment (TOE) unit from squad to corps as well as combined arms tasks forces. They provide a clear description of "what" and "how" to train to achieve wartime mission proficiency for each unit echelon. Each MTP contains mission outlines, situational and field training exercises (STXs and FTXs), and comprehensive detailed training and evaluation outlines. MTPs provide other training management aids such as leader training tasks resources requirements, and evaluation methods including matrixes linking collective tasks to missions, references to collective tasks, drills/collective tasks to individual tasks, and STXs to missions.

Doctrinal literature - The fundamental principles of doctrine, together with the tactics, techniques, and procedures to implement the doctrinal principles and win on the battlefield. Army doctrinal literature is published in FMs.

Preparing Agencies - A TRADOC school, integrating center, or staff element, or a non-TRADOC agency [under a memorandum of agreement (MOA) or memorandum of understanding (MOU)] that writes and coordinates Army doctrine, training, and literature (ADTL) within its area of responsibility.

Synopsis

This regulation prescribes policies, procedures, and responsibilities for the TRADOC Armywide Doctrinal and Training Literature Program (ADTLP). The goal of the ADTLP is to produce war-fighting doctrinal and training literature, together with the necessary Department of Army (DA) and Department of Defense (DD) forms and selected DA pamphlets and posters, to enhance the Army's ability to fight across the full spectrum of conflict.



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The ADTLP follows a five-step process:

1. Assessment Phase - In this phase, doctrinal and training literature requirements are identified.
2. Planning Phase - In this phase, the preparing agency identifies the target audience, selects the appropriate publication medium, and submits the requirements for inclusion in the ADTLP. Preparing Agencies then prioritize the requirements for inclusion in the TRADOC doctrinal and training literature priority list and the Doctrinal Literature Master Plan. Next the TRADOC installation commanders and school commandants establish a contract with the CG, TRADOC to produce priority doctrinal and training publications.
3. Development Phase - In this phase, the publication is written, coordinated, reviewed, and approved for publication.
4. Printing and Distribution Phase - In this phase the publication is reproduced and distributed Armywide.
5. Implementation and Evaluation - In this phase, the publication is used to train the force, and its users evaluate it. Preparing agencies analyze feedback received from the field and feed it into the applicable phase of doctrinal and training literature development.

ADTL requirements are generated from new doctrine and training concepts, force modernization, and organization evolution. They are also identified from:

- ◆ system program reviews and in progress reviews,
- ◆ training exercises,
- ◆ Army studies and analyses (AR 5-5 studies), and
- ◆ findings provided by the Center for Army Lessons learned (CALL) and the Joint Center for Lessons Learned (JCLL).

The ADTL hierarchy provides a structure for the design, development, and promulgation of doctrinal and training publications. It organizes the content of doctrinal and training publications to be comprehensive without being redundant. It also aligns these publications with the needs of the target audience. The hierarchy helps trainers and soldiers identify the publications most relevant to their needs. This serves both managers and developers of ADTL as well as the publication users.

The hierarchy of ADTL includes four levels and a hierarchy base.

1. Capstone publications--*the top level of the hierarchy*. They describe the applicable war-fighting principles, regardless of the type of operations or the echelon. The focus of these publications is on general principles. For example, a principle of training is to "train as you fight" and a principle of combat is to "concentrate combat power at the decisive place and time." Leaders and soldiers read these publications to gain insight into the principles that underlie the concepts for training and for executing operations.
2. Combined arms publications--*the second highest level of the hierarchy*. They describe tactics and techniques of combined arms forces. The focus of these publications is on sequencing, synchronizing, and coordinating varied capabilities to successfully execute assigned operations. Leaders and soldiers look to combined arms publications for information on the integrated application of varied military forces to execute combat operations.
3. Proponency publications--*the third highest level of the hierarchy*. They describe doctrinal principles, tactics, techniques, and collective training tasks for branch-oriented or functional units. These units are concerned with performing specific activities on the battlefield. For example, proponency publications on air defense units focus on the prin-

ples, tactics, techniques, and collective training tasks associated with performing air defense functions. Soldiers or trainers read proponency publications to find the principles by which a branch or functional unit operates, the tactics and technique used to fulfill its role on the battlefield, and the collective tasks for training.

4. Employment procedures and soldier publications--*the fourth level of the hierarchy*. These address soldiers' duties and specific systems. Doctrinal and training publications in this category address specific MOSs, officer career fields, duty positions, and systems. For example, doctrinal or training publications pertaining to the employment of a Patriot Air Defense System are in this category. In addition, any doctrine or training publication specific to the performance of an occupational specialty or duty position is in this category. Doctrinal publications may also describe a specific system's operation, employment, and maintenance. However, detailed maintenance procedures are published in technical manuals by the materiel developer. Training publications in this category focus on tasks, conditions, and standards performed by individuals. Doctrinal and training publications in this category consist primarily of technique and procedures.
5. Reference Publications--the base of the hierarchy. Doctrinal and training reference publications focus on procedures for--
 - ⇒ managing training,
 - ⇒ operating in special environments,
 - ⇒ operating against specific threats,
 - ⇒ providing leadership, and
 - ⇒ performing fundamental tasks.

Reference publications describe procedures that could apply to any soldier or unit depending on assignment. For example, procedures for managing training and unit learning centers apply to soldiers, regardless of their MOS or career field. Fundamental tasks, such as providing first aid or operating communications equipment apply to all soldiers. Therefore, they should be described in reference publications available to all soldiers. Reference publications are applicable to a broad audience. They are universal in application, and they supplement information provided in other publications.

Preparing agencies identifying ADTL requirements should use these planning and programming documents whenever possible:

- ◆ The Army Plan (TAP),
- ◆ Army Strategic Planning Guidance (old Army Long-Range Planning Guidance),
- ◆ Army Program Objective Memorandum, and
- ◆ Other documents as appropriate.

What Does This Mean for Military Public Health?

- ◆ Opportunities exist to incorporate preventive medicine measures in ARTEPs, Mission Training Plans, and other training scenarios;

The following themes are common to other planning documents on our list:

- ◆ work closely with the research, development, and acquisition communities. We must assist the Army Medical Department (AMEDD) Center and School and other service schools in developing innovative state-of-the-art solutions to address lessons learned and doctrine, training, leader development, organization, materiel, and soldiers (DTLOMS) deficiencies to meet the challenges of Joint Vision 2010;

- ◆ incorporate health promotion and preventive medicine principles and their role in international collaboration in military courses such as those taught at the AMEDD Center and School, other military service medical schools, Army, Air, Naval, and Marine Corps War Colleges, Armed Forces Staff College, NATO staff officer orientation course, and military senior NCO Academies;
- ◆ USACHPPM could serve as a center of excellence for the full spectrum of health promotion and preventive medicine services in managing the health of our soldiers and beneficiaries;
- ◆ assist in development of military health system specific curricula for health promotion and preventive medicine for required officer and enlisted specialties; and
- ◆ assist in the development of health promotion and preventive medicine curricula for Army and all other service schools, basic officer and enlisted, advanced individual training, and senior service schools. The curricula must stress the connection between health promotion and preventive medicine and commander's Force protection policies.